

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. David Ascher

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Novi Woods Elementary School

(As it should appear in the official records)

School Mailing Address 25195 Taft Road

(If address is P.O. Box, also include street address.)

City Novi State MI Zip Code+4 (9 digits total) 48374-2421

County Oakland County State School Code Number\* 2788

Telephone 248-449-1230 Fax 248-449-1239

Web site/URL http://www.novi.k12.mi.us/nw/ E-mail dascher@novischools.net

Twitter Handle @NoviWoods Facebook Page www.facebook.com/NoviWoodsElementary Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link ascher-novi.blogspot.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Steve Matthews

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: smatthews@novischools.net

Other)

District Name Novi Community School District Tel. 248-449-1200

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson Mr. George Kortlandt  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 8 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	42	34	76
1	49	39	88
2	53	53	106
3	58	45	103
4	39	62	101
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	241	233	474

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 52 % Asian
  - 4 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 38 % White
  - 1 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	22
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	57
(4) Total number of students in the school as of October 1	482
(5) Total transferred students in row (3) divided by total students in row (4)	0.118
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 21 %  
103 Total number ELL  
 Number of non-English languages represented: 25  
 Specify non-English languages: Urdu, Arabic, Telugu, Tamil, Portuguese, Hindi, Spanish, Korean, Japanese, Russian, Chinese, Marathi, Punjabi, Gujarti, Bengali, Mandarin, Sindhi, German, Hungarian, Vietnamese, Kannada, Malayalam, Ukranian, Serbian, and Italian
8. Students eligible for free/reduced-priced meals: 1 %  
 Total number students who qualify: 10

### Information for Public Schools Only - Data Provided by the State

The state has reported that 20 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 10 %  
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	95%	93%	94%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: The Novi Woods Community is committed to growing great leaders who have a love of learning and a respect for others and the world around them.

## **PART III – SUMMARY**

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Novi Woods Elementary School is part of the Novi Community School District (NCSD), a district focused on the growth of more than 6,000 learners. Novi is a northwest suburb of Detroit that offers a unique combination of large businesses, a strong sense of community, excellent schools, and a convenient location.

Our community has a strong international presence, as well as a base of established families. The expectations of our parents are high and diverse. The NCSD sits at the confluence of major local thoroughfares and is home to many international businesses. Novi is an attractive destination for families from other communities and nations. Over 56 unique home languages are spoken by families in our district, and 24 are represented by families in our school.

Novi Woods' current enrollment has 480 students, kindergarten through 4th grade. Approximately 52% of those students are Asian or Asian American, 38% are white, and 10% are either Hispanic or African American. Twenty percent of the students at Novi Woods are English Language Learners (ELL), but an additional 18% of our students are Formerly Limited English Proficient (FLEP). Less than 1% of students at Novi Woods are considered economically disadvantaged and receive free or reduced lunch. 10% of our students have active Individual Education Plans (IEP). The student ratio to staff at Novi Woods is about 1:15 which includes a variety of educational professionals and support staff.

Maintaining and improving high performance for all students is a challenge Novi Woods faces as resources are diminished and demographics change. We see more students coming to school with limited English proficiency, which often creates a language barrier between home and school. Many of our district documents and forms are available in Japanese to accommodate the needs of our largest ELL population. We monitor and work to mitigate any achievement gaps between our top and bottom 30 percent of students, or any other subgroups. Novi Woods continues to focus on meeting the individual needs of each and every student.

The learning community at Novi Woods develops each student to be respectful, responsible, academically and socially successful. In 2011, Novi Woods adopted a school vision of "Growing Great Leaders!" We also adopted the district's mission: In partnership with parents and community, the mission of the NCSD is to ensure that all students develop the knowledge, skills, and character necessary to achieve their highest potential and to be productive members of an ever-changing global society.

Also in 2011, the superintendent, in collaboration with central administration and the Board of Education, established district goals focused on student achievement and growth. Novi Woods also adopted these goals.

Our classrooms are clustered into grade-level teams of 4-5 homerooms. Homeroom teachers work closely with each other to coordinate the teaching of curriculum and to evaluate the progress of our students. Homeroom teams collaborate with dedicated support staff and Art, Music, Physical Education, and Library/Media teachers to provide rich and dynamic learning opportunities for all students. Novi Woods is committed to continuous improvement, and we proactively partner with our families and community to ensure progress for each student.

Novi Woods implements innovative programs for its students. Our staff continues to receive training and support in Steven Covey's 7 Habits of Highly Effective People. We teach these leadership skills and habits to our students through the Leader in Me program.

Novi Woods is data-driven. In addition to using the district's assessment and data warehouse, we have constructed a Novi Woods electronic "data wall" to better track student growth and progress. Novi Woods is closing any student achievement gaps by focusing on the district's goals and its own plan for improvement. Maintaining momentum and support for these initiatives (see district monument at <http://www.novi.k12.mi.us/academics/>) is critical. Novi Woods implements aligned curriculum,

assessments, teacher observation, and instruction with the intent of positively impacting students' academic and social-emotional achievement.

Novi Woods staff members use and implement new strategies to help students find success. A brief list of these innovations include: "learning studio" furniture, project-based learning techniques, literacy and math labs, systematic scheduling for interventions and enrichments, a daily exercise schedule for all students, and a school-wide volunteer program to help struggling readers. These initiatives have contributed to fewer student behavior concerns, better student engagement, and higher student achievement.



## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Novi Woods Elementary uses the Common Core State Standards for English Language Arts (ELA) and Math, and the Michigan Grade Level Content Expectations (GLCEs) for Science and Social Studies. Novi Woods uses the Common Core and GLCEs as guides to deliver instruction. Teachers plan and teach lessons and tailor instruction to meet the needs of individual students in their classrooms.

In order to make curriculum focused and collaborative, Novi Woods, in partnership with the Novi Community School District (NCSD), uses Atlas Rubicon to electronically encompass the entire process of curriculum advancement. Atlas Rubicon makes it possible for teachers to view, document, and collaborate on all areas of curriculum. This ensures every student is receiving instruction on required Common Core Standards and Expectations. Novi Woods' teachers use Atlas Rubicon to collaboratively share and implement best practices in instruction to raise student achievement. A link on our district's webpage guides parents to access and understand areas of curriculum their students are taught.

Students are instructed daily in reading and writing. Our teachers use the ELA units of study that are created by the Oakland Schools Literacy Team, from our Intermediate School District. This team is made up of consultants with expertise in ELA, special education, and content-area literacy. Our Common Core aligned units of study enable teachers to deliver effective literacy instruction via reading and writing workshop, Lucy Caulkins writing, Blueprint for Exceptional Writing, Phonics Program by Fountas and Pinnell, Accelerated Reader, and Wordly Wise.

Novi Woods uses the Everyday Mathematics curriculum and emphasizes concrete, real life examples, repeated exposure to concepts and skills, and frequent practice of basic computation skills. To help more students achieve and to accommodate different learning styles, our teachers incorporate multiple methods, such as teaching academic games, using manipulatives, and intentionally teaching problem-solving strategies. Students are expected to explain their reasoning verbally and in writing to help them better understand the concepts. Teachers also supplement their math instruction with online math resources that are aligned to units being taught and available to students at home and at school. Teachers also monitor student progress on these online programs.

Novi Woods' teachers use a hands-on, inquiry-based science curriculum supported by The Battle Creek Area Mathematics and Science Center kits. Through this curriculum, our teachers engage students in all four strands of science proficiency (physical science, life science, earth science, inquiry and technology). Students experience a science lab-type environment in which they are challenged to provide explanations for their reasoning. Additional assemblies and guest speakers support student learning.

The Novi Woods social studies curriculum is a comprehensive K-12 social studies program. The Michigan Citizenship Collaborative Curriculum is aligned to the Michigan GLCEs. Our teachers use this curriculum to develop students' key social studies concepts and ideas including important vocabulary and relevant historical, geographic, political, and economics facts. This curriculum spirals each year and teachers build upon and develop students' background knowledge and critical thinking skills.

### **2. Other Curriculum Areas:**

Novi Woods' students attend weekly Music, Art, Physical Education, and Library/Media classes (we call these our Specials). Specials teachers, via these programs, are developing the whole child. Our media, music and art programs are based on the Michigan GLCEs while physical education is based on the Michigan Physical Education Standard and Benchmarks. Part of the media program is also aligned with the Michigan Educational Technology Standards (METs). Specials teachers worked collaboratively to develop a sequential curriculum to ensure all students receive highly effective instruction.

Our librarian/media specialist teaches students to interact and engage with technology which includes:

iPads, Chromebooks, laptops, and interactive whiteboards. Our students blog, practice basic library and keyboarding skills, research, problem solve, and demonstrate critical thinking skills. All students also increase their proficiency in looking up books, keyboarding, Accelerated Reader testing programs for reading comprehension and motivation, and project-based research skills.

Novi Woods values the importance of physical activity as it relates to brain development and learning. This is why students participate in daily, physical activity during our Woods Workout. Students participate in a variety of physical activities such as: calisthenic stations, aerobic activities, basketball, yoga, and kickboxing. These activities are imperative for students' success and enhance coordination, teamwork, and overall physical fitness and learning focus.

Our physical education teacher empowers students with the knowledge, skills, and attitudes needed to sustain lifelong physical activity for a healthy, productive, and fulfilling life. Students experience a wide variety of physical activities that teach sportsmanship and leadership skills. Examples include a colorful PE data wall featuring student athletes who "Learn, Lead, and Achieve," a "Jump Rope for Heart" week to raise funds for the American Heart Association, and visits from acrobats, jugglers, and sports personalities.

Our music teacher exposes students to a variety of cultural styles and musicians and teaches students basic music skills which will benefit them as they play instruments and participate in vocal music. Many of our students have a strong background in piano and string instruments, and our music teacher reinforces these skills.

Our art teacher provides a cohesive developmental approach with an emphasis on learning about visual arts through various activities and mediums. Students build a foundation of learning based on fundamental elements and principles of design, as well as historical and cultural aspects of visual arts. Student art is prominently displayed throughout the school and on the art teacher's web page.

Novi Woods embraces the Leader in Me philosophy for character education. Based upon Sean Covey's The 7 Habits of Happy Kids, it is an innovative, school-wide model our teachers use to empower students to be school and community leaders in the 21st century. Novi Woods' teachers integrate the leadership habits into daily, classroom lessons and during bi-monthly, schoolwide assemblies and lessons called "Dens." A Den is a group of 15-18 students from all grades. Each teacher in the building leads a Den and teach a common lesson about leadership on a Den Day. The students remain with their Den teacher throughout their tenure at Novi Woods. Den lessons and assemblies typically last 35-50 minutes.

### **3. Instructional Methods and Interventions:**

Novi Woods' staff believes in high achievement for our students, and we work to ensure each student makes no less than one year's growth in one year's time. Teachers differentiate classroom instruction to meet the individual needs of our students across the curriculum. One of the ways we accomplish this is through the workshop model. During the workshop model the teacher teaches a mini-lesson to the whole group followed by independent practice. While students work independently or in small groups, the teacher monitors to ensure all students are focused and on-task. During this time, the teacher also conducts individual student conferences enabling the teacher to assess and meet the academic needs of each student. While conferring, the teacher writes anecdotal notes of the student's progress. He/she then guides the student to formulate their own individual goal for reading/writing/math. Our teachers regularly use formative assessments (post lesson exit slips, anecdotal observations, and/or conference notes) to regroup students when necessary. This ensures all students are working at their appropriate, individualized level.

Our staff worked extensively with Marzano's Art and Science of Teaching. Based on the research, we feel that providing students with clear learning targets and unit goals is essential for deeper understanding. Teachers help students reflect on their academic progress toward the learning goal and use learning scales to determine their level of understanding.

In addition to a rigorous Common Core curriculum, our school implements a daily schedule where each grade dedicates time to provide individual goal work. To meet Individual Education Plan needs, general

education interventions, and enrichments for all students who are achieving above grade level, this What I Need (WIN) schedule helps our school focus on individual student achievement as opposed to only sub-group or aggregate achievement.

Our school implements a Multi-Tiered Systems of Support (MTSS) to ensure that every student's individual needs are met through high quality instruction. It is an essential component for improving academic achievement for all learners. With MTSS, there is a clear process based on data that helps teachers collaborate, implement, and monitor researched-based strategies to help struggling students.

Novi Woods employs interventionists to help support struggling students. These include: a social worker, reading specialist, physical/occupational therapist, English as a Second Language teacher, and speech/language therapist. These professionals not only provide support for students, they also collaborate and provide support for staff members and families.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Novi Woods students have a long history of high performance. Over the last five years, students have always scored above the state and county averages on the Michigan Educational Assessment Program (MEAP) tests in reading, math, and writing. These assessments were administered in the fall of each year for 3rd and 4th grade students in our building. (Michigan is currently modifying their state assessments, and we will be giving new tests in the spring. No students in Michigan took tests in the fall of 2014.) MEAP performance levels were: (1) Advanced, (2) Proficient, (3) Partially Proficient, and (4) Not Proficient. Proficient scores reflect students who achieved a 1 or a 2 on the MEAP. The students who are proficient or higher demonstrate a strong understanding of our state's content expectations.

The last five year trend shows the result of a powerful collaboration between our families, the district, and the school, as well as quality instruction by the Novi Woods staff. Over the last five years, more than 80% of students at Novi Woods have consistently been considered proficient in reading and math as measured by the MEAP tests. The most recent 4th grade MEAP Math test (Fall 2013) did show a slight dip in the percent of students proficient. Only 71% of 4th grade students were considered proficient. After further analysis of other national assessments (NWEA Measures of Academic Progress), only 59% of this cohort of students met their growth goals in math as third graders. By the end of 4th grade (Spring 2014), however, 88% of the students in this cohort were proficient on the Measure of Academic Progress math test.

Contributing factors to this dip could have included the fact that one of this cohort's 3rd grade teachers was exploring a new instructional delivery method. She was a novice at delivering math in a math workshop model. Also, this cohort of students received math instruction at the end of the day during third grade.

The eventual improvement in these scores could be attributed to a better time of the day for math instruction, regular and flexible regrouping of students by ability level in 4th grade, and new and added alignment by the district in curriculum, assessment, and teacher observation. Finally, fourth grade teachers and the entire staff officially met in regular professional learning communities to address individual student needs when these students were in 4th grade.

Our data does show an achievement gap of more than 10 percentage points on the MEAP between all students and our ELL students in 3rd grade reading and math. Another achievement gap is present between all students and ELL and students receiving Special Education in 4th grade reading and math. In addition to using our PALs as extra supporters of reading fluency and confidence Novi Woods implemented a "What I Need" (WIN) block of time for each grade to help close these gaps. During WIN, students with IEPs and ELL students receive direct support for their goals from either the special education resource room teachers or the ELL teacher. The homeroom teacher does not teach any new content during WIN time. The WIN schedule gives individual students targeted instruction in their areas of deficits. Specifically, WIN means ELL students and students with IEPs are receiving "double" instruction in their areas of deficits which we believe will close our achievement gaps.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

Novi Woods uses district, state, and classroom assessments to drive our instruction and increase student achievement. We have an online data management warehouse where we review data trends to make curricular decisions, set goals, determine professional development, and enhance student performance. Teachers use a variety of formative, summative, local, state, and national assessments to gather student performance results. One tool used is the NWEA MAP (Measures of Academic Progress) tests. MAP tests are used to determine instructional level and to measure academic growth in core areas from fall to spring and from year to year. Students are assessed in the areas of reading, language usage, mathematics, and science. The MAP test is adaptive and gives one piece of a student's entire assessment picture. This test focuses on every child's growth and achievement.

Another assessment tool we use is the MEAP. This assessment is given to 3rd and 4th grade students once each year. Although test results are not returned in time to help individual students, they are used to help our staff make instructional decisions for the following school year.

In reading we use assessments such as Michigan Literacy Progress Profile, Fountas and Pinnell Benchmark Assessment System, and the Renaissance Learning STAR test. Assessment results drive literacy instruction and help teachers to monitor individual student growth and performance. In writing, we use a common 4 point scale rubric collaboratively developed by staff across the building and district.

Results of state and national assessments are shared with parents either quarterly to coincide with report cards or during parent-teacher conferences. A detailed explanation regarding these assessments is communicated with parents. At Novi Woods, we formally meet with parents twice a year to report on each child's growth and development. Reports on progress toward goals comes with our standards-based report cards and student-led conferences. We also communicate assessment results with stakeholders through newsletters, emails, curriculum nights, and our annual education report. In addition, our principal communicates with stakeholders through a weekly email to the school listserv, his blog, at PTO meetings, and during monthly parent meetings called Conversations with the Principal.

## Part VI School Support

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### 1. School Climate/Culture

Our school climate and culture is one of a strong sense of family, community, and leadership. The success of our students is based on the many opportunities we provide for them to achieve at high levels, both academically and socially.

Some of these activities include the Leader in Me, a schoolwide leadership program that includes anti-bullying and character building skills. Our bi-monthly “Den” meetings provide a family atmosphere as students build relationships with multi-aged groups and their Den teacher.

Students are regularly recognized for their leadership skills through “PAWs” for Great Leadership cards, reading Words of Wisdom on morning announcements, student work displayed in the halls, music performances, art shows, and physical education and media awards. Parent volunteers bring a cultural art experience into the classrooms through a program from the Detroit Institute of Arts called Art Smart.

Likewise, teachers are recognized for their great efforts through grants given by the Novi Educational Foundation, Teacher of the Year Awards, and PTO Teacher Appreciation activities. Teachers work together to support each other emotionally through social events such as Friday morning gatherings and other after-school social activities. Teachers feel supported and valued by being given opportunities to meet in grade-level and cross-grade-level teams where they discuss issues, concerns, and best practices. We believe peer collaboration helps all students succeed.

The concept of family is supported by our community through Girls on the Run, a character program for girls which emphasizes the value of a healthy lifestyle, PALs (People Available for Listening) and our summer reading and writing program, a collaboration between our school, our PTO, and the Novi Public Library. The summer program encourages academic growth and achievement over the break and motivates students to maintain reading and writing skills. Students are proud when they return to school in the fall and present their work to their new teacher (i.e. reading logs, and writing journals).

Our active PTO sponsors schoolwide assemblies to promote a positive environment and to support student achievement. Our students and teachers care for our community by working to maintain our Green School status. We recycle materials from lunch and daily materials in classrooms to help the environment and participate in other worthy community service projects throughout the year (canned food drives, book drives, personal hygiene item drives, etc.)

The aforementioned school climate supports a strong sense of belonging for students, teachers and parents, which results in substantial student achievement.

### 2. Engaging Families and Community

Novi Woods is more than a community of learners. We truly believe that Novi Woods is a family, and engaging family and community is essential. We work together with our students, parents, administrators, staff members, friends and community members to nurture and grow the entire child – the mind, body and character.

Novi Woods implements bi-monthly “Den” gatherings, where we practice leadership skills and study Sean Covey’s Seven Habits of Happy Kids. Here, our students are in multi-aged groups with the same teacher over the 5 years they are with us at Novi Woods. A complementary leadership newsletter is shared with parents to support families and explain how they can help students better learn leadership skills.

Our entire staff partners with the Novi Woods’ Parent Teacher Organization (PTO) whose members work tirelessly to facilitate enriching activities such as grade-level assemblies, Breakfast with a Buddy, Family Fun Night, Roller Skating parties, Red-Wings and Detroit Tigers Nights, Walk to School Day, Red Ribbon

Week, and an extremely generous Teacher Wish List Program which supports each classroom. More than 140 parents volunteer time to these programs.

Each year, our school strives to find a need in the community, and our students and teachers work together to help. Our PTO assists student leaders in sponsoring and promoting at least one community service project a month. For example, our staff and students raised over \$2700 in one day in February to help a local family who lost everything in a fire. Other projects include schoolyard clean-up and planting, Red Cross support for tsunami victims, food drives for Gleaner's Food Bank, and support for Leukemia and Lymphoma Society.

We also have a strong partnership with the Novi Youth Assistance, a community organization dedicated to reinforcing positive behaviors in our youth. Our teachers and students participate in a yearly Bowl-A-Thon fundraiser, which directly benefits this worthy organization.

Novi Woods hosted our first Leadership Day on March 6, 2015. We invited and hosted members of our community and surrounding areas to our school to experience "A Day in the Life" of a Novi Woods' student. Educators, business owners, and city officials were treated to an authentic experience. Students showcased their leadership skills by acting as tour guides, giving speeches, displaying their leadership notebooks, and presenting songs and skits.

Novi Woods is also proud to have more than 30 PALs (People Available for Listening), trained parents and other community members who read with our students. The PALs program provides valuable one on one attention to our struggling readers and ELL students. Teachers report the PALs program helps increase students' fluency and confidence.

At our PTO-sponsored annual Milk and Cookies Night, students return to school in their pajamas. Then teachers, local police officers, and professional sports figures share their favorite books and their love of reading with our students. Last year we included stories in Japanese to for our large Japanese population.

Our school is bustling with parent volunteers. Families are welcomed and cared for in our nurturing environment. New families to our school are led through Novi Woods by trained fourth grade tour guides, who give the new families an opportunity to ask questions and interact with our students. Students share their leadership and technology skills in many ways, including at our state capital. Recently, a student team travelled to the Michigan Association of Computer Users in Learning (MACUL) Student Technology Showcase in Lansing. Also, students of all ages present synopses of their classroom activities at regular PTO meetings.

### **3. Professional Development**

Novi Woods' staff engages in ongoing professional development provided by the district and within our school. Many teachers seek-out additional means of advancing their professional development through book studies, conferences and other specialized training.

Our district targets professional development activities that are meaningful and relevant to all teachers to support student growth and achievement. Examples of professional development include training in Teacher Learning Labs, 7 Habits of Highly Effective People, Atlas Rubicon, Project Based Learning, Marzano's Art and Science of Teaching, and Blueprint for Exceptional Writing.

Our teachers continually search for best practices and are dedicated to identifying challenges facing our students. We use our professional development opportunities to address research and implement strategies to best meet these challenges. Staff in our building coordinate and participate in book studies, such as Teaching with Love and Logic by Jim Fay and 7 Steps to a Language-Rich Interactive Classroom by Seidlitz and Perryman. Classroom teachers also receive help from district instructional coaches who model lessons and provide targeted feedback. In addition, all non-tenured teachers have formal mentors.

One of our current challenges is to better help students demonstrate growth in writing. We are finding students do not have a common language from grade to grade regarding writing organization and skills. To address this need we used professional development to study and implement Blueprint for Exceptional Writing by Fontenot and Carney, which provide teachers and students common language and writing templates across grade levels. Teachers participate in bi-monthly, grade-level collaborative meetings, where they analyze student work and share knowledge and ideas. These meetings promote professional growth which leads to greater student achievement.

An additional area of concern is in the area of math. As a result, about 25% of our teachers attend Math Talk workshops to increase common math vocabulary in the classroom and to learn additional strategies, which is being shared with all teachers.

Another example of professional development includes vertical collaboration, where teachers meet in small groups with representatives from each grade level and specials, giving them the opportunity to share knowledge and ideas to help all students succeed. These vertical teams are held four times a year and reinforce our belief that everyone in the building is responsible for the growth, development, and achievement of each of our students.

#### **4. School Leadership**

Our staff enthusiastically embraces the Leader in Me model by Stephen Covey. This shared leadership philosophy has a great impact on student success because it intentionally teaches students skills to be in charge of their behavior and learning. All teachers, staff, and support team members participated in Leader in Me training. We believe school leadership requires a collaborative approach, and one in which all members of our school community have a valued and important voice.

An “Inspiration Station” is located in our front lobby where anyone can share ideas for improvement in our school. Students recently suggested adding additional four-square courts to our playground via the Inspiration Station. These four-square courts were easily painted by district staff much to the delight of our students.

Students take active roles in their classrooms and school by assuming leadership roles such as fourth grade tour guides for new families, safety patrols to assist with student safety coming to and going from school, greeters to assist classroom visitors, and school greeters who are stationed outside as students arrive each day.

The Student Leadership Team consists of student representatives from each classroom. This team discusses leadership opportunities and ideas for the building and works with staff to put those ideas into action. For example, inspirational words and phrases were recently identified by the Student Leadership Team that now adorn the walls in varying colors and scripts our library/media center.

Our Community Service Team is student-driven and provides opportunities for the school to reach out to those in need in our community. Our Student Technology Leaders are responsible for the support and organization of our school technology. This includes peer tutoring on the use of laptops and other electronics devices.

Each spring our students conduct student-led conferences where they share their goals, expectations and growth with their parents. Our students keep a leadership journal which they share during these conferences. Students take further leadership roles to present oral reports to our PTO about what is happening in their classrooms.

The Novi Woods’ Improvement Team (NWIT) is a shared-governance team that meets monthly to communicate and discuss ideas, activities and concerns. The team is made up of grade level representatives who communicate vital information to their team members. The team is also responsible for managing, monitoring, and implementing Michigan’s extensive school improvement process.



Our principal demonstrates his leadership role by being personally positive and a professional role model to students, parents, the community, and staff. He conducts leadership chats three times a year with each classroom of students to share experiences, ideas, and stories to support our leadership philosophy. He contacts a family whenever a student earns a “PAWS for Leadership” card, which commends the students for demonstrating their leadership skills. Staff are supported professionally when he shares articles, presentations, and book studies relating to current educational practices, or simply things he feels might benefit our classrooms and our students. Our principal provides opportunities for professional development above and beyond what is expected. His outgoing leadership skills were recognized in 2014 by the Michigan Elementary Middle School Principal’s Association for “extraordinary leadership.” He helps set the tone for the day in our school, as he greets each student and signs off our morning announcements with the entire school chanting, “It takes teamwork to make the dream work!”

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	81	82	88	80	81
Advanced (Level 1)	32	23	27	20	37
Number of students tested	99	99	97	97	100
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above	82	60	50	67	60
Advanced (Level 1)	27	10			20
Number of students tested	11	10	10	12	5
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above	56	43	63	45	56
Advanced (Level 1)	19	14	13	18	11
Number of students tested	16	7	8	11	9
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above	91	85	91	80	87
Advanced (Level 1)	38	42	30	29	44
Number of students tested	42	33	46	41	39

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	79	84	83	80	83
Advanced (Level 1)	42	12	24	16	37
Number of students tested	38	57	41	50	52
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	71	87	82	83	88
Advanced (Level 1)	28	42	25	29	37
Number of students tested	98	102	103	104	84
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above	64	82	44	73	
Advanced (Level 1)	9	36	0	20	
Number of students tested	11	11	16	15	
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above	27	17	60	63	100
Advanced (Level 1)				13	20
Number of students tested	11	6	10	8	5
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above	77	96	86	81	94
Advanced (Level 1)	39	51	40	43	44
Number of students tested	31	49	43	42	32
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	74	86	78	87	89
Advanced (Level 1)	26	38	17	23	37
Number of students tested	58	42	54	52	46
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	92	87	87	86	92
Advanced (Level 1)	24	25	27	20	40
Number of students tested	94	99	97	96	99
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above	100	70	50	67	86
Advanced (Level 1)	9	20	10	8	57
Number of students tested	11	10	10	12	14
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above	69	43	63	60	63
Advanced (Level 1)	6		13	10	13
Number of students tested	16	7	8	10	8
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above	91	85	83	88	92
Advanced (Level 1)	24	21	26	20	42
Number of students tested	42	33	46	40	38
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	92	88	90	86	94
Advanced (Level 1)	24	30	27	22	42
Number of students tested	38	57	41	50	52
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>MEAP</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Michigan Department of Education</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
Proficient (Level 2) and above	90	91	89	91	95
Advanced (Level 1)	15	11	17	23	21
Number of students tested	98	102	103	103	84
Percent of total students tested					
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient (Level 2) and above	64	73	56	79	85
Advanced (Level 1)	9	9	0	21	8
Number of students tested	11	11	16	14	13
<b>3. English Language Learner Students</b>					
Proficient (Level 2) and above	55	33	60	57	80
Advanced (Level 1)					
Number of students tested	11	6	10	7	5
<b>4. Hispanic or Latino Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>5. African- American Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>6. Asian Students</b>					
Proficient (Level 2) and above	90	94	88	90	94
Advanced (Level 1)	19	10	23	21	19
Number of students tested	31	49	43	42	32
<b>7. American Indian or Alaska Native Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					



School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>9. White Students</b>					
Proficient (Level 2) and above	91	88	89	94	96
Advanced (Level 1)	16	12	13	29	26
Number of students tested	58	42	54	52	46
<b>10. Two or More Races identified Students</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

**NOTES:**